

Watch this quick video explaining MTSS

<https://www.youtube.com/watch?v=sl7Nli-RK1M>



MTSS Misconceptions vs. Truths

A Multi-Tiered System of Support (MTSS) is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral, and social-emotional outcomes for ALL students. Cross-disciplinary teams represented at the district, school, grade, and individual levels use a problem-solving process to integrate evidence-based academic, behavioral, and social-emotional practices matched to student needs and with fidelity of implementation. A seamless continuum of supports and services exists at all tiers and is supported by high-quality professional learning, cultural responsiveness, partnership, and meaningful involvement with families. This document highlights some of the most common misconceptions about MTSS.

Misconception	Truth
MTSS is the interventions that we provide to students. MTSS starts at Tier 2 and Tier 3.	MTSS is a comprehensive standards aligned school improvement framework encompassing all of the tiers. A key component is ensuring that core instruction at the Tier 1 level is effective.
MTSS is only for academics.	It is designed to enhance academics, behavioral, and social emotional learning outcomes for all students.
Universal screeners help students.	Screening is only helpful when the data is analyzed to design and target interventions to meet students' needs.
Students who receive special education services are not part of the MTSS process for academic skills.	Science-based core instruction benefits all students. Students who receive special education services should also be included in the universal screening and targeted interventions, when applicable to their needs.
MTSS is a method towards special education identification.	MTSS is a preventative model to ensure that all students receive effective instruction and intervention. RTI, or Response to Intervention, is the process of assessing a student's responsiveness to instruction and interventions. RTI is also one method to determine the presence of a Specific Learning Disability.
MTSS can be implemented within a short time frame.	It is better to get it right than to just get it done. It takes time to build an effective MTSS program that provides effective core (Tier 1) instruction to all students and develops the ability of school teams to identify needs and implement interventions with fidelity at the Tier 2 and Tier 3 levels.
MTSS is implemented by specialized staff (reading specialists, interventionists, behavioral specialists, etc.).	All school staff play important roles in the MTSS process, especially classroom teachers and support staff. Classroom teachers and support staff play a role in collecting data and implementing interventions.